

Attendance Management Plan 2026

Strategic priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.

Clyde Quay School currently has an average of 70% regular attendance. Our target is to lift regular attendance to 75% by the end of 2026.

Board responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- showing a commitment to support students return to regular attendance
- having processes in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- acknowledging attendance reports at each board meeting and working with the Principal to confirm actions if necessary
- ensuring this attendance management plan is published on the school's website

Principal responsibilities

The Principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is responded too and actions taken recorded aligned with the thresholds if required
- ensure all students, whānau and staff understand the processes and procedures that support student attendance
- provide support for whānau struggling with attendance
- report to the board on any trends, barriers and support required

Procedures/Supporting documentation

Attendance Management Procedure - Stepped Attendance Response (STAR) – See below

Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed: December 2025

Next review: December 2028

Attendance Management Procedure- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we can identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, whānau, staff and an external agency, where necessary to improve our levels of student attendance.

Parent/Whanau responsibilities:

- ensure students attend every day they are able
- reinforce good attendance habits
- open communication with the school

School responsibilities

- clear communication to whānau and students on attendance expectations regularly
- communicate to whānau what steps the school will take if the student is absent from school
- monitor student attendance
- provide whānau with regular updates on attendance at the end of each term via email and in Mid and End of Year Reports

- the principal will delegate duties to the Office Manager to manage the recording of the electronic student attendance register and the follow-up procedures for non-attending students
- the Office Manager with duties associated with our attendance system will support teachers to maintain accurate up-to-date attendance information
- kaiako are responsible for recording student attendance for their class each half day session
- the principal is responsible for monitoring student attendance, ensuring that whānau are informed of attendance concerns. Teachers and relevant personnel will be kept informed of serious student absence situations
- whānau will receive student attendance data at the end of each term and in all reports
- outside agencies will be used as appropriate to support attendance
- students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.
- patterns of attendance and specific interventions being used will be evaluated by the principal termly to review outcomes and effectiveness of these interventions
- attached is the Stepped Attendance Response activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in eTap.

Stepped Attendance Response:

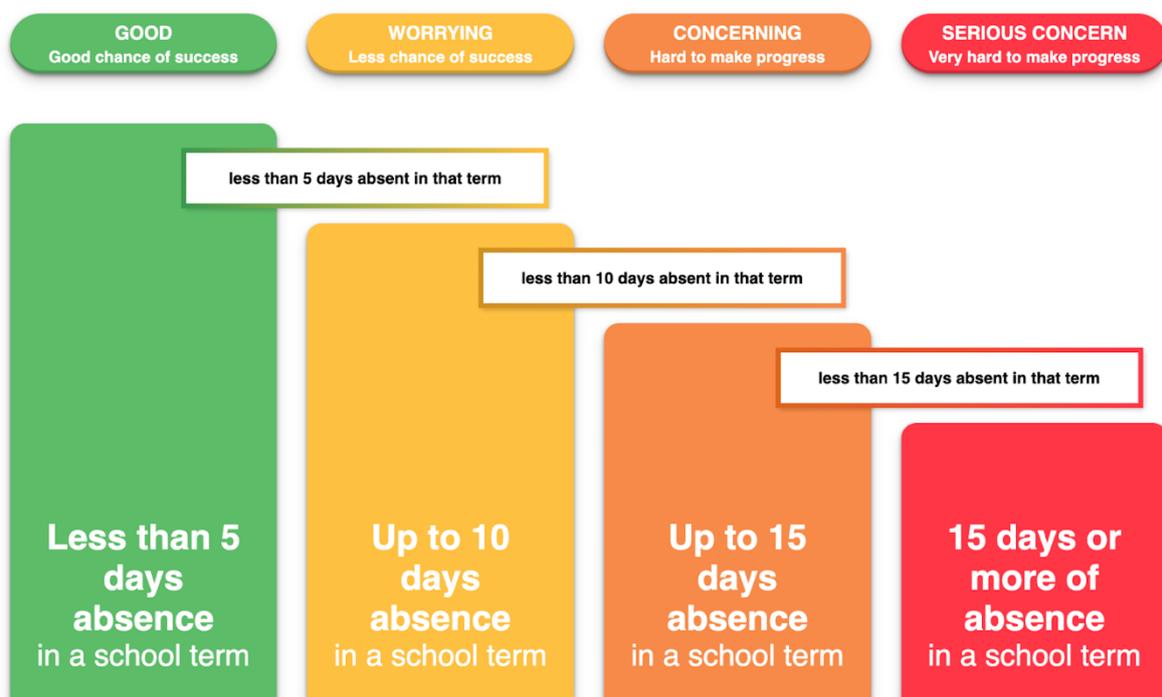
Children attending school regularly continues to be a top priority. Regular is classified as an attendance rate of over 90% (5 missed days a term).

The current Government target is for 80% of students to attend regularly.

Monitoring:

At Clyde Quay School we will monitoring attendance rates using the “Stepped Attendance Response - STAR reports that are generated through our Student Management System, eTap.

Through this children are group into the following categories:



Each step outlines some suggested actions schools can take if a student falls into each category. At Clyde Quay, we are committed to supporting children and their whānau if/as they require to ensure they are attending school, especially in cases of reluctance or truancy.

Reporting:

Attendance rates will be reported to the Board at the first meeting of each term and any relevant action or explanation given.

Possible responses for each step:

Step	Days absent	Possible actions taken	Responsibility
Good	Less than 5 days	<ul style="list-style-type: none"> → Communication with whānau through school newsletter regarding the importance of regular attendance → Families provided with termly attendance update through eTap letter 	Principal Principal / Office Manager
Worrying	Up to 10 days	<ul style="list-style-type: none"> → Send notification to whānau to discuss reasons for absence → Use in school resources as appropriate to remove barriers to attendance → Link families to relevant outside help if appropriate 	Principal Principal/Senco
Concerning	Up to 15 days	<ul style="list-style-type: none"> → Send escalated notification to whānau to discuss reasons for absence → Meet with parents to collaborate on a support plan → Link families to relevant outside help if appropriate → Contact Ministry or relevant support team if necessary 	Principal
Serious Concern	More than 15 days	<ul style="list-style-type: none"> → Send warning notice and arrange meeting with whānau → Escalate to multi agency response → Participate in multi-agency response → Implement and monitor improvement plan with whānau 	Principal

The principal and board will take actions deemed appropriate regarding reasons for non-attendance, regardless of the step.

Throughout all stages the school will continue educating and communicating the importance of regular attendance.